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ABSTRACT

The first part of the document, "The Three R's: Race, Roll Calls & Real Estate: How the Ohio Legislature Enacted Fair Housing/Desegregation Reforms in 1979," by Peggy Siegel, discusses the efforts of the Ohio General Assembly to study alternatives to busing, and the State's role in reducing racial imbalance in the public schools. The relationship between residential and school segregation is examined. The second article, "What have the Courts Said About the Relationship Between School and Residential Segregation?" examines various Federal, State and city court cases concerning housing discrimination and school segregation. (RLV)

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A Report of Desegregation Trends in the States

Summer/Fall 1979

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THE THREE R'S: RACE, ROLL CALLS & REAL ESTATE

How the Ohio Legislature Enacted Fair Housing/Desegregation Reforms in 1979

By: Peggy Siegel, Ph.D.*

On October 20, 1977, the Ohio General Assembly adopted a resolution creating the nation's first legislative committee on school desegregation. The bipartisan committee of 12 house and senate members was directed to "study alternatives to busing and the state's role in reducing racial imbalance in the public schools," and to report back to the General Assembly by the end of 1978.

From the outset, the Joint Select Committee on School Desegregation felt compelled to assess the relationship between residential and school segregation, if for no other reason than to fulfill its mandate to study alternatives to busing. The testimony of city planners, demographers, fair housing advocates and school officials indicated that, despite their common concerns, educators and government officials rarely worked together to bolster stable, integrated neighborhoods. And despite the obvious tie between residential and school segregation, factual information was unavailable. The Joint Select Committee therefore contracted with several Cleveland area housing consultants to provide such information.

After three months of research, the housing consultants offered the Joint Select Committee a comprehensive report. Major findings included the following:

- . Not surprisingly, a census tract comparison of racial changes from 1970 to 1977 in selected urban and suburban neighborhoods and elementary schools reaffirmed the high correlation between residential and educational segregation. The study suggested that three factors could reduce the likelihood of resegregation: (1) a local government that actively combats housing discrimination; (2) a school board willing to deviate from a strict neighborhood school assignment policy; and (3) the existence of professional community organizations with programs to encourage integration.
- . Communities which, early on, implemented strategies and programs to stabilize racial changes in housing experienced less economic dislocation than communities which did nothing.
- . Ohio's state agencies generally lacked adequate authority or funding, and the will to protect the civil rights of Ohio residents in the area of housing.

*Peggy Siegel was Director of the Ohio Joint Select Committee on School Desegregation.

The National Project and Task Force on Desegregation Strategies is jointly sponsored by the Education Commission of the States, the National Association of State Boards of Education and the Council of Chief State School Officers. Funding is provided by the National Institute of Education, the Ford Foundation and the U.S. Office of Education.

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- . A growing number of school desegregation cases across the country -- including one in Akron, Ohio -- were being filed against housing as well as education officials.

Given the obvious linkage -- demographically, economically and legally -- between segregation on the streets and in the schools, the housing consultants concluded:

(T)here is compelling evidence that an approach to school desegregation apart from an approach to the housing discrimination problems will be very limited in terms of long range productivity. Moreover, the evidence invites serious consideration of the possibility that working aggressively to solve housing discrimination problems is an essential part of a strategy to achieve school desegregation or prevent school segregation. If those with responsibility in the public school system and those with responsibility in the various parts of the housing field work together, it will, the evidence indicates, make a difference.²

After almost a year of public hearings, the Joint Select Committee on School Desegregation approved a report on December 21, 1978.³ The committee took a broad-based approach to the desegregation issue. Its recommendations to the General Assembly included defining and strengthening the State Board of Education's role in eliminating and preventing segregation within Ohio schools; providing technical assistance and state funding for voluntary desegregation programs within and between school districts; increasing citizen participation in desegregation decisions; providing cost-effective means of student transportation, whatever, the reason; and supporting stable, integrated neighborhoods through better enforcement of fair housing laws. The proposals could either be considered separately or as a package.

The Joint Select Committee offered most of its recommendations in the area of housing. These included specific policies designed to: (1) coordinate the various state housing programs in Ohio by creating a state housing office to monitor the compliance of other state agencies, financial institutions and the insurance industry with existing fair housing laws; (2) support the local efforts of school and governmental officials to establish fair housing offices and to exempt integrated neighborhoods from systemwide busing plans; (3) strengthen the Ohio Civil Rights Commission in combatting housing discrimination; and (4) make the Ohio Real Estate Commission more responsive to discrimination charges brought against its licensees.

Given the emotionalism surrounding "force busing" and the pending U.S. Supreme Court decisions in Columbus and Dayton, some of the more active members of the Joint Select Committee agreed to avoid proposing any comprehensive desegregation legislation, and to try instead to add some of the desegregation proposals to several existing bills. There were two opportunities: the state budget and an industry-sponsored bill updating the educational requirements for real estate licensees.

The state budget.⁴ Amendments to the state budget bill included three of the committee's key recommendations:

- . The "stick approach", requiring the State Board of Education to define

and adopt minimum standards for all elementary and secondary schools outlawing de jure segregation. (Under existing law, school districts which violate minimum standards can be threatened with loss of state aid and revocation of their charters.)

- . The "carrot approach," requiring the State Department of Education to provide grants and technical assistance to districts which develop and implement voluntary desegregation programs. The grants, up to \$400 for each pupil transfer which improves racial balance, can be used for any activity that reduces racial isolation. (Hoping to neutralize the opposition, drafters of the amendments purposely prohibited spending the money on transportation.) Technical assistance would also be provided to districts under court order to desegregate. A total of \$1.3 million was appropriated for these programs.
- . The "long-term, alternatives to busing approach," requiring the Ohio Department of Economic and Community Development to collect information, conduct research, and coordinate and monitor state and local efforts to combat housing discrimination.

Despite efforts to delete the desegregation language during Senate debate and in a conference committee, the three amendments remained intact until they reached the Governor's office. Responding to public pressure and the position taken by his own political party, which labeled the amendments "pro-busing," Governor James Rhodes vetoed the enforcement and housing language. He allowed the voluntary desegregation programs to stand, however.

The real estate bill.⁵ In addition to the findings of the Joint Select Committee's housing consultants, recent studies completed by HUD,⁶ the Ohio Civil Rights Commission,⁷ other state agencies⁸ and the General Assembly's research staff⁹ had underscored the causes and effects of discriminatory housing practices in Ohio. The last report, a program evaluation of the Ohio Real Estate Commission, had concluded: "...the Commission has taken strong action to support and protect members of the industry it regulates, but little or no action to encourage or enforce compliance with public policy by its licensees."¹⁰ Two months earlier, the President of the Real Estate Commission had been named as a co-defendant in the Akron desegregation case.¹¹

Lobbyists for the real estate industry had drafted legislation to update the educational requirements for prospective and current holders of real estate licenses. Several former members of the Joint Select Committee on School Desegregation viewed this bill as an opportunity to strengthen the state's commitment to fair housing practices. They therefore inserted language to accomplish a number of housing reforms, including the following:

- . Requiring the updated educational requirements for real estate licensure to include information on civil rights laws, housing discrimination and desegregation,
- . Requiring the Real Estate Commission to suspend or revoke the license of a salesperson or broker who violates any civil rights law pertaining to housing discrimination arising out of a bona fide sales or leasing effort. (Existing law had permitted, but not mandated, the Commission to take such action.) The amendments also established a specific procedure for investigating and processing written complaints against licensees.

Whether because they were part of an industry-sponsored bill, or because the bill's sponsors were so steadfast in their support, the real estate bill was approved in both houses of the Legislature by lop-sided majorities and became law with little or no fanfare.

Based on recent events in Ohio, what can be said about the interrelationship between housing and school desegregation policies?

First, school boards, state legislatures and Congress all feel put upon to seize alternatives to busing. Their immediate response has been to restrict the flow of transportation dollars. But the brouhaha over busing may also spark a willingness to consider stricter enforcement of fair housing laws, if only as the less painful policy. Efforts to open up housing opportunities and to support stable, integrated communities clearly represent the best shot at maintaining the neighborhood school. Second, school people used to be fond of proclaiming education's freedom from politics. But in the instance of desegregation, such views are myopic. As the courts have repeatedly demonstrated, educational decisions as to where schools are built (or closed) and where children attend classes are important factors in determining liability in desegregation cases. (Ed. note: See Progress, this issue, p. 5.) Such decisions can also affect property values, population shifts and the economic fate of entire communities. Representatives of the schools and of general government must therefore be willing to venture out of their respective domains to work together on these related problems. (This has been done in several Ohio cities where school officials, municipal officials and fair housing advocates jointly operate local housing offices which promote their communities and encourage integration.¹²) State legislatures can contribute funding for and formal authorization of such cooperative endeavors. Third, desegregation advocates from the ranks of education and housing can join forces to fill a critical need for information. For example, the price tag of tolerating discrimination in housing is unknown in Ohio or anywhere else. According to the housing consultants commissioned by the Joint Select Committee on School Desegregation, "Surprisingly, the question of the social and dollar costs of housing segregation has never really been quantitatively evaluated or investigated."¹³ This kind of information could greatly assist state officials in drafting both school and residential desegregation policies.

Much has been accomplished. More needs to be initiated. If policy makers in Ohio and elsewhere are to be counted on, then people concerned about segregation in the schools and in the neighborhoods must band together.

FOOTNOTES

1. Amended Senate Joint Resolution No. 22, 112th Ohio General Assembly, October 20, 1977.
2. The Cuyahoga Plan of Ohio, Inc.; The Housing Advocates, Inc.; and the Heights Community Congress, A Comprehensive Review of Housing Decisions and Demography as Factors in School Desegregation in Ohio, financed under a contract with the Joint Select Committee on School Desegregation, Ohio General Assembly, November 1978, p. VI-19.
3. Report and Recommendations of the Joint Select Committee on School Desegregation to the Ohio General Assembly, December 1978. (Copies can be obtained from

the Honorable M. Morris Jackson, Senate President Pro Tempore, Statehouse, Columbus, Ohio 43216.)

4. Amended Substitute House Bill 204, 113th Ohio General Assembly, 1979.
5. Amended Substitute House Bill 347, 113 Ohio General Assembly, 1979.
6. "Background Information and Initial Findings of the Housing Market Practices Survey," Frederick J. Eggers et. al., Office of Policy Development and Research, U.S. Department of Housing and Urban Development, Washington, D.C., April 17, 1978.
7. Ohio Civil Rights Commission, 19th Annual Report, 1977-78, pp. 8-9.
8. Ohio Housing Element, 1978, a comprehensive study of Ohio's housing needs written by the state and funded in part through a comprehensive planning assistance grant from the U.S. Department of Housing and Urban Development.
9. Ohio Legislative Service Commission, Committee to Study Boards and Commissions, Subcommittee in the Ohio Real Estate Commission, January 11, 1979.(Draft: P-806.)
10. Ibid., Summary of Staff Findings, March 1, 1979, p. 3.
11. Doris Bell et. al. v. Akron Board of Education et. al., C-78-20A, January 13, 1978.
12. Cooperative efforts to promote equal opportunities in housing are not without their critics, however. The Ohio Real Estate Commission, at the request of the Cleveland Area Board of Realtors, filed a suit against the Shaker Heights Community Housing Office for purportedly practicing real estate without a license. A state trial judge ruled that the activities of the housing office (which are funded by the City and the School Board of Shaker Heights) did not constitute the practice of real estate. The Real Estate Commission has appealed the decision to the Cuyahoga County Court of Appeals.
13. The Cuyahoga Plan et. al., p. II-1.

WHAT HAVE THE COURTS SAID ABOUT THE RELATIONSHIP BETWEEN SCHOOL AND RESIDENTIAL SEGREGATION?

Despite the obvious relationship between residential and school segregation outside of the south, only recently have the courts begun to utilize that relationship, either in determining liability, or in ordering remedies in school desegregation cases.

The reciprocal nature of school location and residential patterns was first noted by the U.S. Supreme Court in Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1, 20-21 (1971), where the Court observed,

People gravitate toward school facilities, just as schools are located in response to the needs of people. The location of schools may thus influence the patterns of residential development of a metropolitan area and have important impact on composition of inner-city neighborhoods.

The Court reiterated this reasoning in Keyes v. School District No. 1, Denver, Colorado, 413 U.S. 189, 202 (1973), where it noted that school decisions "may have a profound reciprocal effect on the racial composition of residential neighborhoods within a metropolitan area, thereby causing further racial concentration within the schools."

In Cleveland, a district court judge ruled that the local school board had "actively contributed" to residential segregation by agreeing to construct schools to serve children living in racially isolated housing projects knowing that the schools, as well as the projects, would be racially identifiable. "Under such circumstances," said the court, "the board's 'neighborhood school policy' was not, and could not be racially neutral." Reed v. Rhodes, 422 F.Supp. 708, 790 (N.D. Ohio, E.D. 1976). Similarly, in Columbus, the district judge found that, "...the actions of the school authorities have had a significant impact upon the housing patterns (in Columbus)," Penick v. Columbus Board of Education, 429 F.Supp. 229, 259 (S.D. Ohio, E.D. 1977). In its recent decision in the Columbus case, the U.S. Supreme Court seemed to approve this finding by the district court. In a footnote citing Keyes and Swann, the Court stated that the increasing racial isolation of some of the black residential areas whose schools were involved in the litigation "seems only to confirm, not disprove, the evidence accepted by the District Court that school segregation is a contributing cause of housing segregation," Columbus Board of Education v. Penick, __U.S.__, 61 L. Ed. 2d 666, 681-682, n.13 (1979).

It is clear, however, that most residential segregation is caused, not by the action of school officials, but by a whole host of forms of institutional, governmental and private discrimination in many sectors of the real estate market.¹ Consequently, some plaintiffs have named state and local housing officials as defendants in school segregation lawsuits. In Indianapolis, the U.S. Court of Appeals for the Seventh Circuit specifically approved a district court finding that the location of public housing projects within the City of Indianapolis by the public housing authority "'tended to cause and to perpetuate the segregation of black pupils (in the Indianapolis public schools)," U.S. v. Board of School Commissioners, City of Indianapolis, 541 F.2d 1211, 1222-3 (7th Circuit 1976). The action of the public housing officials was one of two reasons relied upon by the court for approving the imposition of a metropolitan remedy in that case.²

The Supreme Court has not yet ruled on the question of whether school segregation which results from action by housing officials, in the absence of discriminatory action by school officials, can justify imposition of a school desegregation remedy. The Court specifically left that question open in Swann, 402 U.S. at 23-25.

In Milliken v. Bradley, 418 U.S. 717, at 728, n.7 (1974), the case in which the Supreme Court refused to approve an inter-district remedy for the Detroit area, the court again failed to reach the issue of the impact of possible housing violations on a school desegregation decree. Noting that the Sixth Circuit Court of Appeals had declined to rely on possible housing violations in ordering an inter-district remedy, the Supreme Court majority in Milliken indicated that the question of possible housing violations was not presented. In a concurring opinion, however, Mr. Justice Stewart seemed to open the door to future consideration of the issue. He stated,

Were it shown, for example, that state officials had contributed to the separation of the races by drawing or redrawing school district lines, ...or by purposeful, racially discriminatory use of state housing or zoning laws (emphasis added), then (an inter-district remedy) might be appropriate.
417 U.S. 717, at 755.

One decision to watch for will be the decision of the district court in Bell v. Board of Education (N.D. Ohio, C78-70A, filed Jan. 13, 1978), a case involving the Akron, Ohio schools. In addition to the Akron School Board, Superintendent and Mayor, the Secretary of the Department of Housing and Urban Development, the Ohio Real Estate Commission and the Akron Metropolitan Housing Authority have also been named as defendants.

FOOTNOTES

1. Note, "Interdistrict Desegregation: The Remaining Options," 28 Stanford Law Review 521, 529 (February '76); See also Gary Orfield, Must We Bus?, The Brookings Institution (1978), pp. 78-85.
2. The other was the passage of legislation establishing a metropolitan government ("Uni-Gov") for the Indianapolis area which excluded the city's school district from its coverage.

MILWAUKEE CONSENT DECREE

The Milwaukee school desegregation case, which had been in progress for fifteen years, came to an end in May with the approval of a student reassignment plan offered by the parties in final settlement of the lawsuit. The school system has been under a court order to desegregate for three years, and all but the remedy phase of the most recent judicial proceeding had been completed when the district court accepted the plan.

Milwaukee school officials were first found guilty of intentional segregation in January, 1976. The decision of the district court was affirmed by the Seventh Circuit U.S. Court of Appeals. After that decision was vacated and remanded by the U.S. Supreme Court, for reconsideration in light of the Supreme Court's most recent desegregation decisions, the case returned to the district court. After taking additional evidence, the court had reaffirmed its earlier findings of both intentional segregation by Milwaukee school officials and the need for systemwide reassignment of students and teachers, and had called for submission of plans, when the parties offered their settlement agreement.

The agreement, which deals with student reassignment only,* sets up goals as to the number of students who should be attending desegregated schools under the plan and states that student assignments should be made "in good faith" with those goals in mind. As long as the system is 50% black or less (currently, the system is 46% black), three-quarters of the total system's enrollment (excluding kindergarten, exceptional and bilingual students) should be attending

*The parties were unable to agree on a plan for faculty reassignment.

desegregated schools, according to the agreement. When the percentage of blacks in the system exceeds 50% (which is estimated to occur by 1981), the three-quarters figure will be reduced by multiplying it by a fraction consisting of the proportion of non-black to black students in the system. An appendix to the settlement shows, for example, that if in 1983 the percentage of blacks in the school system is 56%, then 59% of all students in the system would be required to attend desegregated schools under the plan. Experts testified, however, that it was more probable that the actual numbers of students in desegregated schools would in fact be somewhat higher, about 76% in 1983.

Under the plan, a "desegregated" school is defined as between 25 and 60% black for elementary and junior high schools, and between 20 and 60% black for high schools. The agreement requires, however, that every elementary and junior high school have a minimum black enrollment of 25%, and that every high school have a minimum of 250 black students. Thus, under the terms of the settlement agreement, there may be some all-black schools, but there will be no all-white schools. The agreement provides for a five-member monitoring board to handle complaints, and is to remain in effect for the 1979-1983 school years.

Although in approving the plan the court acknowledged that "a substantial number of black students, ...possibly as high as 35% or more," may not be attending desegregated schools by the 1983-4 school year, it nevertheless concluded that achievement of the goals of its 1976 desegregation decree was "feasible and likely" under the settlement agreement.

As part of the agreement, the court also approved an award of \$892,778 in attorneys' fees to attorneys for the plaintiffs, stating that "the amount offered them in settlement of their claim ... is less than the Court would have awarded had it been required to decide the issue of fees, but not too small that it will discourage attorneys in the future from undertaking (such cases)."

IN THE STATES...

California

Last month, a federal district court judge in the northern district of California ruled that standardized IQ tests discriminate against minority children and cannot be used as the basis for placing children in classes for the retarded. Judge Robert Peckham rejected the argument of the California state superintendent and state board of education that the tests were merely a part of a total system of assessment, and ordered that all black children in California who are currently classified as mentally retarded be reevaluated.

The suit, Larry P. v. Riles, which was filed in 1971 on behalf of six black San Francisco school children, charged the San Francisco Unified School District, the state board of education and the state superintendent with violating the 14th Amendment and federal law provisions protecting the rights of the handicapped.

At the time the suit was filed, black children comprised 27 percent of the classes for the mentally retarded in California, although black children made up only 9 percent of the school population as a whole.

Observers predict that Judge Peckham's decision could lead to the eventual

abolishment of the use of IQ tests across the country. (Education Daily, October 18, 1979, p. 3.) The California state board has not yet decided whether to appeal the decision.

In a second significant court action against the San Francisco Unified School District and the state board and state superintendent of education in California, a motion by the state defendants to dismiss them from the action was rejected. The court rejected the state defendants' argument that local school districts, not the state, are responsible for desegregation, noting that under the California constitution, education is a state responsibility. The case, NAACP v. San Francisco Unified School District, is scheduled to go to trial this month.

California voters were expected to go to the polls on November 6, to consider Proposition #1, the so-called Robbins amendment, which would amend the state constitution to bring state desegregation standards into line with the more stringent federal standards. California law requires local school districts to take "reasonably feasible" steps to desegregate, regardless of the cause of segregation, whereas federal law imposes no duty to desegregate unless the segregation was intentionally caused by school officials. (See Progress, Winter, 1979, p. 8.)

The California state board and state superintendent oppose Proposition 1. Although they argue that its practical effect, if passed, would be limited, they fear its symbolic message - i.e., "that we don't care about black kids and that districts don't have to do anything until they are sued," said Tom Griffin, an attorney for the state department.

For further information, please contact: Dr. Reuben Burton, Office of Intergroup Relations, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 445-9482.

Delaware

Delaware's new executive order on affirmative action will probably result in more attention being paid to technical assistance in the area of affirmative action in employment, according to Horacio Lewis, the new director of the state's equal educational opportunity (EEO) office.

The new executive order, signed September 25, 1979, requires the state's executive departments to develop guidelines, objectives and timelines for dealing with the problem of under-representation of minorities and women in the state's work force. Although the state education department's EEO office has offered technical assistance to local school districts in developing and implementing affirmative action plans for employment in the past, Lewis predicts that the executive order will put a new emphasis on this aspect of the EEO office's work.

For further information, please contact: Mr. Horacio Lewis, Human Relations/Race Desegregation Specialist, Department of Public Instruction, State Educational Agency, P.O. Box 1402, John C. Townsend Building, Dover, Delaware 19901, (302) 678-4888.

Indiana

A court-ordered comprehensive in-service training program is being implemented in eight suburban Marion County school districts which are slated to receive

transfer students from the Indianapolis Public Schools as part of an inter-district school desegregation plan for Indianapolis and the surrounding Marion County suburbs. Implementation of the inter-district busing plan, which calls for the transfer of about 8,000 black students from city to suburban schools, has been stayed pending review by the Seventh Circuit Court of Appeals. Despite the stay of the inter-district busing plan, however, implementation of the in-service plan proceeds.

In a July, 1978, order, District Judge Dillin ordered the state superintendent of public instruction to develop a comprehensive in-service training program, and further ruled that all expenses of developing and administering such a program would be borne to the state.

Pursuant to the plan, the Indiana State Department of Public Instruction's Equal Educational Opportunity Office is providing technical assistance to local districts in implementing their in-service programs.

For further information, please contact: Mr. Dallas Daniels, Director, EEO Programs, Department of Public Instruction, State House, Indianapolis, Indiana 46204, (317) 633-4978.

Pennsylvania

This year the Pennsylvania Department of Education and the Human Relations Commission will review the progress of the more than 25 school districts in the state which have implemented desegregation plans, to determine whether those plans have been successfully implemented and where resegregation may have occurred. It is the first formal monitoring effort undertaken by the two agencies.

The Department of Education has also developed a "Desegregation Team," composed of representatives from its special education, vocational education, curriculum, fiscal, construction, transportation, and equal educational opportunity sections, which is being trained to give assistance to local districts in the planning, implementation, and transition to integration phases of desegregation.

Meanwhile, both Pittsburgh and Philadelphia have been ordered to prepare desegregation plans by state courts, following findings by the Pennsylvania Human Relations Commission of the need for desegregation. Although Pennsylvania has successfully desegregated about 85% of its school districts, Pittsburgh and Philadelphia have been persistent problems.

For further information, please contact: Mr. Conrad Jones, Director, Office of Equal Educational Opportunity, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126, (717) 787-9018.

STATE EEO DIRECTORS MEET

"Most of our state equal educational opportunity offices are funded in part or entirely by the federal government under Title IV of the 1964 Civil Rights Act; nevertheless, these offices are integral components of state government," Ben Williams, director of the National Project and Task Force on Desegregation Strategies, told 32 state EEO officers in Atlanta in September. "As equal educational

opportunity directors, you provide the technical knowledge upon which state leadership depends," Williams told the group.

Speaking to state EEO representatives at the third national meeting of state EEO directors, Williams said, "It is time for state leadership to recognize the opportunity which desegregated education offers for educational reform. In order to take advantage of this opportunity, states must also share in the responsibility, including financial allocations, for eliminating inequality in education."

"A part of the EEO director's job is to present a compelling case, which will persuade state leadership, including your state school chief, to advocate state support for equal educational opportunity efforts. A strong case can be made that the survival of public education depends upon how well states do in providing equal educational opportunity for Blacks, Hispanics, women, the poor and other disadvantaged groups in our society. In this sense, our challenge is to work to keep public education itself alive and well."

The theme of the meeting, which was jointly sponsored by the National Project and Task Force on Desegregation Strategies and the Georgia State Department of Education, was "Mobilizing Support Within the State for EEO Objectives."

Dr. George Rhodes, Acting Associate Commissioner for Equal Educational Opportunity Programs and Dr. Ronald Henderson, Head, Desegregation Studies Team, both offered technical assistance to the equal educational opportunity directors.

IRS REGULATIONS

An attempt by the Internal Revenue Service to tighten regulations denying tax exemptions to private schools which are racially segregated (See Progress, Summer, 1979, p. 3) has been blocked for at least another year by the passage of an amendment to the Treasury Department appropriations bill for 1980. The amendment, which was signed into law in September, imposes a one-year ban on the IRS' adopting a proposed new procedure which would allow it to investigate more closely suspected discrimination on the basis of race by private schools seeking tax-exempt status.

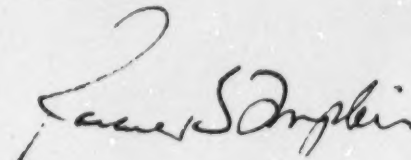
TO READERS OF "PROGRESS":

Joining the readers of Progress with this issue are several hundred people who previously received the Desegregation Update published by the Citizens' Council for Ohio Schools. The Update was funded for two years by the Ford Foundation and the Battelle Memorial Institute Foundation to provide accurate, reliable information to citizens, journalists, educators, and policymakers concerned with desegregation. Most of our readers were in Ohio, the state with the largest concentration of active desegregation litigation.

Progress does an excellent job of covering state and federal desegregation policy issues. I hope the newsletter will expand to include analysis of significant legal opinions, reviews of research on the process and outcomes of desegregation and commentary on successful integrated education programs. I hope the mailing list will expand to include journalists, local political officials, attorneys involved in major litigation, and community leaders concerned with the issues.

Covering additional interests should not affect the style of the newsletter;
Progress must remain short, clear, and informative on current issues,

I am looking forward to working with Mary Rashman, Ben Williams and others at the National Task Force to build upon a first rate publication.



Rachel B. Tompkins
Director
Citizens' Council for Ohio Schools
Editor of the Desegregation Update

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